



Impact of English Accelerated Learning Program (Alp) on desired proficiency of 4th Grade Students

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Abstract

Within the context of post-Covid situation, researchers examined the effect of compact syllabus known as Accelerated Learning Program (ALP) on the English proficiency level of 4th grade students. The students enrolled in female schools in 4th grade in session 2020-21 were the population of the study. 60 students were selected out of whole population and further divided into two homogenous groups control and experimental. Experimental group was taught by using ALP course. The data collected from pre-test and post test revealed that most of the experimental group students progressed but did not improve their proficiency skills as compared to the grades of control group students who were taught the whole textbook. Furthermore, teachers questionnaire share their perspective revealed that the effect on customary school enlistment was less authoritative with the percent of students who beforehand gone to class, just as the period of treatment. Similarly students face difficulty while learning the content by using ALP course. The study concluded that though ALP is good initiative to cover up the learning loss, but it is not the effective strategy to obtain learning outcomes, ensure students' academic success, and retain their interest and motivation.

Keywords: accelerated education programs; accelerated learning programs; post-Covid situation; literacy

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1. INTRODUCTION

Accelerated educational plans are normally introduced and implemented in the societies to counter the problems of imparting education to the out of school children and youth working as child labor. This is common problem of the developing and under developed countries where millions of people are living life in utmost poverty and below substance level. Parents are helpless in coping up the educational challenges of their kids, so their children remain out of school and don't attend formal education. Educational and cultural situations are varied across the globe. But in developing and under-developed countries the conditions are precarious and pathetic. Pakistan is included in the list of the countries who are educationally not well progressed and hold threatening literacy rates (Rehman& Khan, 2011). This study however doesn't directly address the out of school children of Pakistan and their related problems. But, the induction of accelerated plans in 2020 is the reason of the worldwide pandemic Covid-a9. The schools remained closed in March and then opened in

September 2020 in Pakistan. There had been huge learning loss reported in the lockdown period. To minimize the learning loss of the students, concerned stakeholders and policy makers joined heads and formulated catch-up strategies for the school going students. The new strategies were presented with shortened syllabus for the students and teachers were instructed to teach that syllabus in alternative days. The target was to educate students while maintaining health standards and safety measures for them. This new compact syllabus is to be taught to the students for the academic session 2020-21.

1.1 Background of the Study

Comparable changes in 2020 have taken place worldwide. About 4 billion people became aliens and eventually surrendered against the enemy creature, which has not yet been determined. Bolts have landed in half of the world and have been dormant for months, maintaining a strategic distance from pandemic hazards (countries at once, 2020). Pakistan has also reduced comparative conditions to some extent, thereby

reducing malnutrition. Once a locking situation has occurred, all companies have entered the recovery phase to operate safely and efficiently. To do this, it is recommended to rebuild its structure and experience drastic changes in its approach and application settings. The curriculum has changed and there are curricula with unused teaching and guidance. Initially, concise and concise educational programs were identified as rapid learning programs used in public and private schools. The Quick Card Learning Program (High Mountain) is a keyword for specific formal and informal learning programs. Some of them are an alternative to formal teaching, focusing on children aged 5–16, who are not acceptable or are formalized for a variety of reasons. Instructions are not in the system and provide them with a second learning opportunity (UNICEF, 2010). Fast acting learning plans and strategies have a long been used by different countries in different emergency oriented conditions. Significant traces of implementation of such targeted courses can be found after worst and pathetic situations of World War 1 and II (Manda, 2011).

There are different kinds of accelerated learning programs that have been used and implemented by various education ministries in different countries. According to Longden (2014) Accelerated learning programs are flexible and age oriented programs. They are implemented in limited time frame. Similarly another name of such programs is catch-up programs. Catch-up curriculum is a Short term strategy for the missed-out children and youth to cover the syllabus missed in disruption, and then meet with formal schooling after the end program; whereas, Remedial programs are additional targeted supportive plans to engage students to get success in regular formal educational programs (Leigh & Epstein, 2014). Along with other remedial strategies to cover the learning loss, there are bridging programs which are targeted preparatory courses to cover the differences between home and host educational curriculum and get entry into different certified education. Pakistan also offered some compact educational plans during the time terrible earth quake and horrible situation during terror attacks in FATA and Baluchistan (Rehman& Khan, 2011).

The short description of English textbook of grade 4 is given below:

Ch	Actual Textbook Grade 4	Alp Grade 4
	Introduction Pre-pages	Introduction Pre-pages
1	Hazrat Muhammad's (PBUH) Kindness	Hazrat Muhammad's (PBUH) Kindness
2	Scary uncle Sajid	
3	Mariam's Tenth Birthday	
4	The Thief at the Market	
5	The Silver Knitting Needles	
6	Welcome to the Night (Poem)	
7	Raza's trip to Pakistan	Raza's trip to Pakistan
8	The Science Summer camp	
9	Celebrating Eid-ul-Azha	Celebrating Eid-ul-Azha
10	Taking a tour of Lahore	Taking a tour of Lahore
11	Street Safety Tips	
12	The Magic Pencil	
13	Happy Teachers Day, Miss Javeria	
14	Helping Others Will Help You	Helping Others Will Help You
15	Rashid Minhas	Rashid Minhas

The textbook contains 27 units out of which 12 units are related as pre-pages starting from page no 1 to 41. The remaining 15 units are based upon different isolated chapters with focus on developing reading comprehension, phonics, vocabulary skills, grammatical rules, oral communication and creative writing skills of the learners at grade 4. Out of total 27 units with 162 pages, govt. of Punjab education department has introduced compact syllabus known as accelerated learning program. The pre-pages have been included totally as it is in original textbook. However, there is great diversity and deduction found in remaining chapters. Out of total 15 chapters, 06 chapters have been included in the ALP course i.e. chapter 1, 7, 9, 10, 14 and 15. On the other hand, remaining 09 chapters

have been excluded in the introduced accelerated course plan.

1.2 Rational of the Study

The present study is an effort to investigate the role and effectiveness of the shortened course of English subject for students of grade 4. Like many other classes, syllabus of grade 4 has also been reduced and only important materials have been included for teaching, learning and assessment purposes. However, there is doubt on the effectiveness of this compact syllabus in regards of developing English proficiency among students to the extent English textbook has been designed for. The researcher has examined the effectiveness of teaching English through ALP compact

course in comparison with the teaching through actual English textbook.

1.3 Research Questions

1. Whether ALP English course is as much effective as actual English textbook for teaching and learning purpose at grade 4?
2. What is the impact of ALP English on the vocabulary development of students of grade 4?
3. What is the impact of ALP English on the development of grammar skills of students of grade 4?

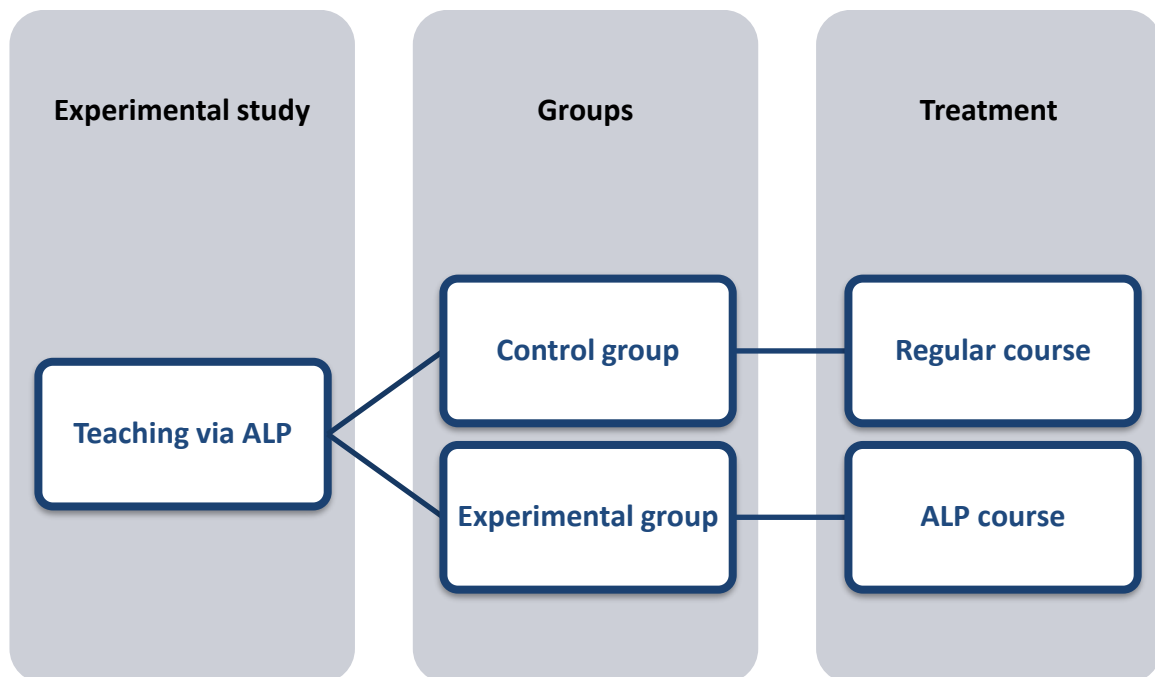
4. What is the impact of ALP English on the creative writing skills of students of grade 4?

1.4 Significance of the Study

This research is very important as being the new and innovative to assess implementation of ALP courses in Covid duration. The study may benefit teachers, students and policy makers to smoothly evaluate the learning progress or learning loss on the parts of the students. Furthermore, the results may open new ways for the future researchers to use their expertise in the specific domain of accelerated courses, teaching strategies and devising further procedures in English teaching and learning areas.

1.5 Conceptual Framework

The conceptual framework of the study has been described here:



1.6 Assumptions of the study

- It was assumed by the researcher that ALP has little or no impact on students' language learning skills.
- It was expected that students face difficulty while learning the content by using ALP course.
- It was expected that teachers found difficulty while teaching English through ALP course.

2. Literature Review

In December 2019, there were reported bundle of Pneumonia cases in the city of Wuhan China. Some of the early cases had reported visiting or working in a seafood and live animal market in Milan. Investigations found that the disease was caused by a newly

discovered corona virus the disease was subsequently named COVID-19. The disease was subsequently named COVID-19 spread within China and to the rest of the world on 30 January 2020 the World Health Organization declared the outbreak a public health emergency of international concern. The disease like many other fatal and lethal diseases in the past had worse effects upon human health and humanity. The origin of this virus though related with many myths and deniable stories will remain a myth. However, the widespread harmful sting of the disease badly affected the health and hygiene of the people across the globe. Furthermore, the economy of the poor, developing and developed countries also got shattered due to uncertain lockdown in the world.

Focusing on education and there are so many questions surrounding education close schools what does it mean for students for teachers certainly for parents and there are a lot of questions up in the air the governors recommended schools stay closed through April 4th, 2020. Challenges for stay at home students trying to learn online and for all too many of them there are no clear answer there are more yard here 48 hours offers a crash course 17 year old George will learn body had his life all mapped out a junior in about more public high school he was on the road to a top college and a career.

Students were suddenly forced to go home and learn remotely either through online classes paper packets or lessons on TV. It's hard to say how big a deal where is duck Harrison professor Tulane University is studying the impact of Corona virus on schools. The pandemic has only broadened the inequities that already exist between students with so many now at home without computers or Internet service. Educators feared that as many as a quarter of them are not engaged in school at all. And how well is it going for those who are? Bird is a teacher and reading specialist in Bureau beach Florida works mainly with 3rd through 5th graders who struggled with breathing in a school where most students live below the poverty line. A study was conducted by her on 30s students about how many would you say are doing pretty well under this and how May not. She said that it's about 50% only half that may be because to many students she is now just a voice over the phone.

History of accelerated learning programs is not much old. To meet the specific needs of education and learning, different countries and organizations preferred and practiced various compact and accelerated teaching plans. Obviously, such kind of compact and fast learning programs are offered to meet educational objectives in the hostile uncertain and unpredictable social settings. In the World War II, the countries involved in wars used these rapid educational programs. Similarly, many other countries used such strategies in unsuitable settings.

The common focus of this ALP (Accelerated Learning Programs) is to minimize the learning loss on contingent basis. It is done by the shortening of the syllabus, modifications of the learning objectives and outcomes, changing of the teaching strategies and amendments in assessment process. According to Snow (2003), remedial educational strategies help and support both teachers and students to gain maximum benefits in less energies and less time. Lauer, Akiba, Wilkerson, Apthrop, Snow, & Martin-Glenn (2003) focused accelerated learning programs to teach and train out of school children in any area. The students don't attend their schooling due to various social and family issues. ALP programs are very effective and productive to tackle educational problems of such children. Pakistan also introduced accelerated learning programs in Baluchistan and FATA areas. Quite recently, ALP has

been introduced to tackle the post Covid lockdown issues in educational institutions of Pakistan.

School students from the low economic and social status have little approach to the informational resources of schools, as compare to the students with high social position. Schools with students from the highest concentrations of poverty have smaller number of library resources to draw on and insufficient staff than the institutions having students with middle economic class. E-learning directly affects the socio-economic challenges and conditions of the students and parents. Children from low socio-economic position enter high school with average literacy skills than those of high-income students. The success ratio in the disciplines of mathematics and science of low-income students is much lower than the students who do not come from underrepresented families. A child who attends a school, in which the average socio-economic status is high, enjoys better learning outcomes as compared to a learner attending a school with a lower or average peer socioeconomic level.

Students from low socio-economic status are at a disadvantage in schools because they don't have an academic home atmosphere, which affect their educational achievements at school. Particularly, books in the home are one of the most prominent factors in student success. From the beginning, parents with high socio-economic class are able to financially support their children and provide them with home resources for individual learning. As they have higher levels of education, they also provide more motivating and encouraging home environment to enhance their child's cognitive development. Parents from higher socio-economic status also provide higher levels of emotional support to their children through environments that persuade and encourage the development of skills essential for success at school.

The Accelerated Learning Program is considered as the fast teaching plan and also an alternative plan in the post Covid situation because it give an elective instruction and a quicker arrangement of learning for more seasoned kids furthermore, youthful grown-ups. Similarly it also empower more seasoned youngsters as of now took on conventional essential classes to find their friends.

However, in the present situation, after the lifting of lockdown scenario, all organizations went under rehabilitation phases to work safely as well as efficiently, therefore, curriculum was revised and teaching plans were re-shifted with new modes of instruction and guidance. It also furnishes students with occasions to procure alluring information, aptitudes, and values what's more, mentalities. However, establish a learning climate that empowers students to create intelligent idea what's more, basic judgment. Moreover, it advance self-articulation, self-restraint, and independence and urge guardians and networks to help

and partake in the arrangement of fundamental instruction through ALP.

The Accelerated Learning Program target overage kids, youth, and grown-up students arranged into the accompanying gatherings:

1. Youth matured 12 or more, especially ladies, and undeveloped instructors who are as of now instructing yet didn't finish their essential schooling.
2. Those who are out of school, having selected and afterward exited prior to finishing the essential cycle and
3. Those who have never tried out school.

The ALP program was actualized in grade schools where formal training is offered until an exceptional place for ALP is finished. There were a need to attempt social advertising of ALP among educators and guardians to assemble agreement and address any issues that may ruin the achievement of the program. Furthermore, progression starting with one level then onto the next was controlled by singular student execution. Schools were urged to be adaptable in permitting upward versatility dependent on individual accomplishment without hanging tight for the year's end. The ALP was standard numerous passage and leave focuses inside the proper framework. The position level was controlled by a few attributes including the period of student and his/her capacity to adapt to the class or level and past learning experience and any abilities obtained.

Information, Skills, and Attitudes that teachers should have encouraging alludes to assisting an individual with procuring information and aptitudes, either by straightforwardly passing on data or by encouraging self-revelation. Successful educating requires uncommon information, abilities and perspectives which are created through preparing, study, furthermore, experience. Following are the information, aptitudes, and mentalities that instructors ought to need to encourage compelling instructing:

1. Information on the learning cycle: Teachers need to realize how individuals learn so they can comprehend their understudies' learning capacities, their mentalities towards learning, and other conduct in the study hall. Understanding the learning cycle will help instructors plan more powerful exercises.
2. Mentalities that encourage learning and great human connections: Teachers should have an inspirational demeanor toward their understudies. A decent mentality will propel understudies to do well in class, and growing great connections will encourage the learning cycle among understudies and fill in as a good example for the school what's more, network. Educators ought to consistently advocate kinship, balance, and serene answers for issues. Both the students and instructor should end each exercise with a sensation of fulfillment and accomplishment.

3. Information on the topic: ALP instructors need to know in detail the topic they will show their classes. It's imperative to peruse all the material you will instruct, to design out responses to questions the students may ask, and think of how to relate the material to the students' everyday life. Converse with your kindred instructors in case you don't know about material in the course readings.

4. Training Skills: ALP educators ought to have a premium in the showing calling, including the information on numerous sorts of instructing strategies and procedures including how to design the means of an exercise and how to evaluate students' work. Educators ought to consistently search for new procedures and exercises to test.

5. Comprehension of Each Learner's Abilities: Teachers ought to recall that every understudy has various capacities. A few understudies learn things rapidly while others require more opportunity to comprehend. At the point when educators know their understudies well they can design exercises that are valuable and intriguing to everybody in the class.

6. Innovativeness: Creativity is the capacity to think of novel thoughts. It's significant in the study hall since educators frequently face new circumstances that require unique reactions and arrangements. Innovativeness is likewise expected to design viable exercises, regardless of whether with drawings and other craftsmanship, music, composing, or considering new games and activities. Educators ought to likewise design exercises that will create inventiveness among students.

3. Research Methodology

3.1 Research Design

This study was formulated by using both quantitative data which is expressed in numbers and also qualitative data expressed in words. Research design adopted by researchers is pure experimental design. The reason why researcher adopted experimental research design is that it is the only research method that can use to identify cause and affect relationships whereas all the other methods simply describe what is happening. In experimental method we have two different types of variables and independent and dependent variables of the study are discussed below.

3.1.1 Independent Variable

The first one are independent variable is a factor or condition that researcher is going to deliberately manipulate to determine whether it causes any change in another behavior or condition. The use of ALP course for teaching purpose is independent variable.

3.1.2 Dependent Variable

Dependent variable is a factor condition that is going to be measure at the end of experiment purposely and researcher do something to independent variable to see what effect it will have. On the other hand, the

effectiveness of ALP course on students' English learning skills is dependent variable.

3.2 Population of the Study

Population of the study refers to the entire group, people, object, and events and researcher can move on to giving full details of the research methods used and what researcher should include in general the sampling method or criteria of selecting the participants. Therefore, population is said to be an aggregate observation of subjects grouped together by common features as this study is based on the checking the impact of ALP course on students therefore, all the teachers, students and schools can be the population of this study. Moreover, narrowing down the vastness of population researcher selected the primary school teachers and students of district Bahawalpur as participants of this experimentation. The students enrolled in female schools and enrolled in 4th grade in session 2020-21 are the population of the study. Further, teachers teaching English subject to these students are also included in the population framework.

3.3 Sampling

Researcher selected 60 students for the experimentation procedure of the study. The sample was drawn from one school of researcher's own choice by applying convenient sampling technique. From that school, students were selected randomly. These 60 students were divided into 02 groups and these groups were named as experimental group and control group. The sample extends to teachers as well.

3.4 Data Collection Tools

There are two data collection instruments for this study.

1. Test
2. Questionnaire

3.4.1 Test

Information is collected from tests. Two different types of tests are administered and assigned as pre-tests and answer-tests so that they can test the learner's English ability in learning, understanding and language use. Two test of same competency were devised in order to check the competency level of the students. Students were subjected to pre-test at first before administration of course to them and then they were given post-test in order to check the impact of course being taught to them. These tests were comprised of equal number of items. These items were arranged in order to check vocabulary skills, grammar skills and creative writing skills of the students.

3.4.2 Questionnaire

A post treatment questionnaire was designed for the experimental group students for the purpose of manipulation testing. Moreover, another inventory form was developed to gather data from English teachers to obtain their opinion regarding scope, nature and effectiveness of ALP English course for grade 4 students.

3.5 Validity and Reliability of the Tools

The tools were piloted before their administration. Pilot testing makes data collection instruments valid and reliable. Tools were administered to the students who were not the participants of the study in the pilot test phase. Meanwhile, Cronbach alpha testing was also run to measure the statistical reliability of the questionnaires. After piloting, researchers made necessary amendments in the tools and then administered them to the real participants of the study.

3.6 Delimitation of the Study

The study was delimited to the following:

1. This study is delimited to the population and sampling of female students and female teachers only.
2. Students and teachers were selected from government schools of district Bahawalpur.
3. The English performance of the students is delimited to 03 skills: Vocabulary skills, Grammar skills and Creative writing skills.

4. ANALYSIS AND DISCUSSIONS

As this study is an effort to investigate the role and effectiveness of the shortened course of English subject for students of grade 4 therefore, researcher has examined the effectiveness of teaching English through ALP compact course in comparison with the teaching through actual English textbook. In order to investigate the cause and effect relationship present study was designed as experimental.

4.1. Presentation of Tests' Findings

Two different types of tests were administered and assigned as pre-tests and answer-tests so that they can test the learner's English ability in learning, understanding and language use. The data collected from test was further analyzed by the researcher in SPSS. Moreover, paired sample t-test was used to compare the mean of the both control and experimental group. Furthermore, the data was tabulated at first which was followed by narrative interpretation. Researchers further compared the results of both groups at pre and post-test level.

Table-4.1: Control-pre- Total via control-post- Total

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	control-pre-total	27.0000	30	3.96537	.72397
	control-post-total	36.6333	30	2.57954	.47096

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	control-pre-total	-9.63333	4.75237	.86766	-11.40790	-7.85877	-11.103	29	.000
	control-post-total								

Table-4.1 demonstrates the findings gathered from control group at pre-test and control group at post-test level in all skills. SPSS was used to calculate the mean score. Moreover, a paired sample t-test was conducted to find out the mean score difference of control group at pre-test (M=27.00, SD=3.965) and control group at post-test level (M=36.633, SD=2.57). The findings

revealed that there is significant difference in the performance of control group at pre-test and control group at post-test level condition; $t(29) = -11.103$, $p = 0.000$. It signifies that students who were taught the whole textbook performed better in their post treatment grades.

Table-4.2: Experimental-per- total via Experimental -post- total

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	experimental-pre-total	27.2667	30	4.40167	.80363
	experimental-post-total	30.2000	30	2.79655	.51058

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	experimental-pre-total	-9.93333	5.17243	.94435	-11.86475	-8.00192	-10.519	29	.000
	experimental-post-total								

Table-4.2 demonstrates the findings gathered from experimental group at pre-test and experimental group at post-test level. SPSS was used to calculate the mean

score. Moreover, a paired sample t-test was conducted to find out the mean score difference of experimental group at pre-test (M=27.266, SD=4.401) and

experimental group at post-test level ($M=30.200$, $SD=2.79$). The findings revealed that there is no significant difference in the performance of experimental group at pre and post-test level condition; $t(29) = -10.519$, $p=0.000$. It is evident from the statistical findings that treatment (ALP) couldn't raise students' grades to satisfactory level. Students couldn't perform well in comparison to their counterparts who were taught the whole textbook.

4.2. Discussion of data obtained from Teachers' Questionnaire

Teachers' questionnaire was comprised of four sections each section comprised of five items. Moreover, the researchers used 5 point Likert scales ranging from strongly agree to strongly disagree. Data was gathered from 30 teachers and teachers shared their views about the use of smart syllabus at primary level. Most of the participants were teachers from government school and teachers of grade 4. This section presents the findings of the study revealed that two different groups were given two different treatment and teachers and students shared their views about the treatment given to them.

Teachers shared that traditional syllabus is more comprehensive and detailed; some of the teachers are agreeing that ALP syllabus focus on limited range of most important syllabus. Similarly, few on them were disagreeing that ALP course is handy for the students and teachers. However, some of them were of the view that ALP course is learner centered and similarly most of the view that ALP course is also engaging students in learning. Teachers' questionnaire data also revealed that teachers have positive attitude towards motivating students. There is little attempt to get students interest in the material some of them were having negative attitude that ALP course is described as being attention-getting whereas some of them are of the view that ALP course just focus on the conceptual perspective and ALP course way of organization is impressive. Similarly, only few were disagreeing that ALP course is designed to engage and sustain student's interest.

Questionnaire also revealed teachers' perspective towards the difficulties faced by them. Most of teachers are of the view that many students do not follow syllabus and ALP course is difficult for the students to understand the foreign language. Furthermore, traditional syllabus is more comprehensive whereas students feel difficulty in learning English language because ALP is not well contractual syllabus. Teachers were of the view that ALP course cover the language components, some of them claimed that it cover vocabulary skills but lack in grammar competency. However, reading skills are involved in it but it lacks to enhance writing and speaking skills of the learners. There are limited exercises in it which are not sufficient to attain learning outcomes in reading skills.

4.3. Discussions of the findings obtained from Students' Questionnaire

The post treatment inventory presents students' point of view about the use of ALP for teaching English. Some of the students were of the view that it helped them to become more confident and all other classes, and it's also really shown that they can accomplish anything being out program in the ALP class. They just went over things that would help us in the regular English teaching through the ALP then they got to practice more. All writing and it really shows in English class they absolutely loves going to the off program. It helps me get more papers. Just focusing on the areas that they needed help to improve and strengthen those in other papers. So they would be very nervous in the beginning.

Students share their point of view about the understanding of the content. Most of the students share that they are satisfied with the content. However, most of them were of the view that ALP did not cover all the aspect of whole syllabus. Only few of them were agree with the statement that the content in ALP helps in improving vocabulary skill along with it also helps in improving grammar skills. Similarly, it helps in improving creative writing. When students were asked to share their point of view they claimed that teachers' behaviors during teaching syllabus are convenient and interactive. Similarly, most of them also agree with the statement that teachers help the students to overcome their difficulties related to syllabus. However, only few of them were disagreeing that it encourages classroom interaction and always maintained discipline in the class. Only few of them were of the view that their teachers are having friendly attitude.

Students were asked to share their motivation and interest level when they were taught ALP syllabus; and the data revealed that most of the students were having negative point of view about the impact of ALP syllabus encourage the students to learn creative writing. Only few stated that it increases motivation level of students. However, few believed that it encourages interaction among the students and even the dull students can cover the whole syllabus. They also shared their point of view about the difficulties and problems that it did not satisfy the need of students. Students were of the view that analytical skills are not given attention. Similarly it shows that logical sequence of the concept is missing however, they also are of the view the syllabus used for teaching English is not sufficient and syllabus lack communication skills.

5. INTERPRETATION OF RESEARCH QUESTIONS

5.1. Whether ALP English course is as much effective as actual English textbook for teaching and learning purpose at grade 4?

The Accelerated Study Program is as much powerful as real English reading material for educating and learning

reason at grade 4 and that information uncovered that this course is least viable for the individuals who have finished their rudimentary year and missed the school year to resign in no time period since understudies can't cover their schedule all alone. However, the results of this study indicated that ALP mediated teaching couldn't prove much effective for the students. The ultimate reason could be the huge gap between the taught components with no proper start or flow. Hence, students confronted problems in assessment and performed low than their counterparts in control group.

5.2. What is the impact of ALP English on the vocabulary development of students of grade 4?

The results indicate that vocabulary skills were the most improved component of the experimental group students when they were taught through the ALP syllabus. However, the difference of the improvement in comparison of the control group students was less in the post treatment assessment.

5.3. What is the impact of ALP English on the development of grammar skills of students of grade 4?

The findings demonstrate poor performance of both control and experimental group students in pre-test and post test. It further explores that treatment had no significant effect upon the experimental group students in the post test. Overall, they performed lower than their pretest scores. The reason could be the distress and anxiety that students faced when they were taught isolated lessons in broken sessions.

5.4. What is the impact of ALP English on the creative writing skills of students of grade 4?

The data signifies that ALP treatment had no significant impact upon the writing competencies of the students of experimental group. They slightly obtained higher grades in post test than pretest scores, but the difference was not much significant to be taken as the evidence of treatment's positive impact.

6. CONCLUSION

To sum up the whole discussion it is stated that findings of the study revealed that most of the ALP is smart and concise but it did not encompasses all the skills for the learners. Although some of the educationist claimed that Accelerated learning programs are flexible and age oriented programs (Longden, 2014). They are implemented in limited time frame. Out of 15 chapters of traditional textbook only 06 chapters were taught to the students whereas remaining 09 chapters were excluded from the textbook. Therefore the findings revealed that important materials have been excluded for teaching, learning and assessment purposes. However, there is doubt on the effectiveness of this compact syllabus in regards of developing English proficiency among students to the extent English textbook has been designed for. The researcher has examined the effectiveness of teaching

English through ALP compact course in comparison with the teaching through actual English textbook and found that ALP has no and little effect on the performance of the students.

7. RECOMMENDATIONS

- a. This research is very important as being the new and innovative to assess implementation of ALP courses in Covid duration.
- b. The study may benefit teachers, students and policy makers to smoothly evaluate the learning progress or learning loss on the parts of the students. Therefore it is recommended for the teachers and policy makers to give more importance to the skills of the students included all the language skills.
- c. Furthermore, the results may open new ways for the future researchers to use their expertise in the specific domain of accelerated courses, therefore it is recommended that there should be included all the skills of learners in this course because this syllabus is unable to cope with the language skills of the learners.
- d. It is also suggested for the teachers that they adopt such teaching strategies and devising further procedures in English teaching and learning areas so that they can fill the gap of short comings of the syllabus with their teachings.

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